

**Our framework for promoting positive student wellbeing
at University of Westminster.**

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SECTION 1 INTRODUCTION

Why positive student wellbeing matters at the University of Westminster

1. The University of Westminster (UoW) has a long-standing commitment to widening access to higher education and promoting student success. We recognise that our core goals of social mobility and access to graduate level opportunities can only be achieved if our students thrive intellectually, socially and emotionally.
2. We consider that UoW has a responsibility to create an educational environment in which the promotion of positive health and wellbeing for our students and colleagues is a core principle. We want our students to experience a culture of encouragement and inclusion, our genuine commitment to “putting our students first,” and to develop aspiration and ambition that will provide a deep sense of purpose and wellbeing.
3. We have identified key action priorities to contribute to positive student wellbeing. The planning to achieve these will be led by the University’s Student and Academic Services and University of Westminster Students’ Union (UWSU) but will require action from all parts of the University, encouraged by visible leadership and demonstrable support from senior University colleagues.
4. These action priorities have been developed with reference to national guidance^{1 2} on improving student mental health and wellbeing in higher education and by reviewing the University’s efforts to date. The University and UWSU have worked collaboratively to share insights and develop these priorities. We have consulted across the University to identify issues that should be considered and, most importantly, have reflected carefully on our students’ views and their personal stories to understand where we could be doing better.

SECTION 2 DEFINITIONS AND TERMINOLOGY

5.	As you read through this Framework document, you will see specific terms being used that relate to our focus and approach. These terms and their definitions are outlined below. You may wish to refer to this section to fully understand the context of these terms.
6.	We have adopted the concept of a “ Whole-University ” approach to creating a health-promoting and supportive environment, across the domains of <i>Community, Learning, Living and Support</i> , as recommended in the University Mental Health Charter programme, ³ Universities UK <i>Stepchange: Mentally Healthy Universities</i> ⁴ and <i>Suicide Safer</i> ⁵ frameworks and the Office for Students guidance on Suicide Prevention ⁶ .
7.	We encourage our students to flourish by promoting the Five Ways to Wellbeing ⁷ “ <i>Connect, Be active, Take notice, Keep learning and Give</i> ”, the evidence-based framework for wellbeing developed by the New Economics Foundation. Our Framework considers student mental health and wellbeing at University of Westminster according to the following categories, as set out in the Institute of Public Policy Research 2017 report: <i>Not by degrees: Improving student mental health in the UK’s universities</i> : ⁸
8.	Mental illness relates to where an individual experiences the symptoms of one or more clinically diagnosable mental health condition. These conditions can range from the severe and enduring – such as bipolar disorder and psychosis to more common conditions such as depression and anxiety. An individual

¹ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf>

² <https://www.studentminds.org.uk/charter.html>

³ <https://www.studentminds.org.uk/charter.html>

⁴ <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/uuk-stepchange-mhu.pdf>

⁵ <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/suicide-safer-universities>

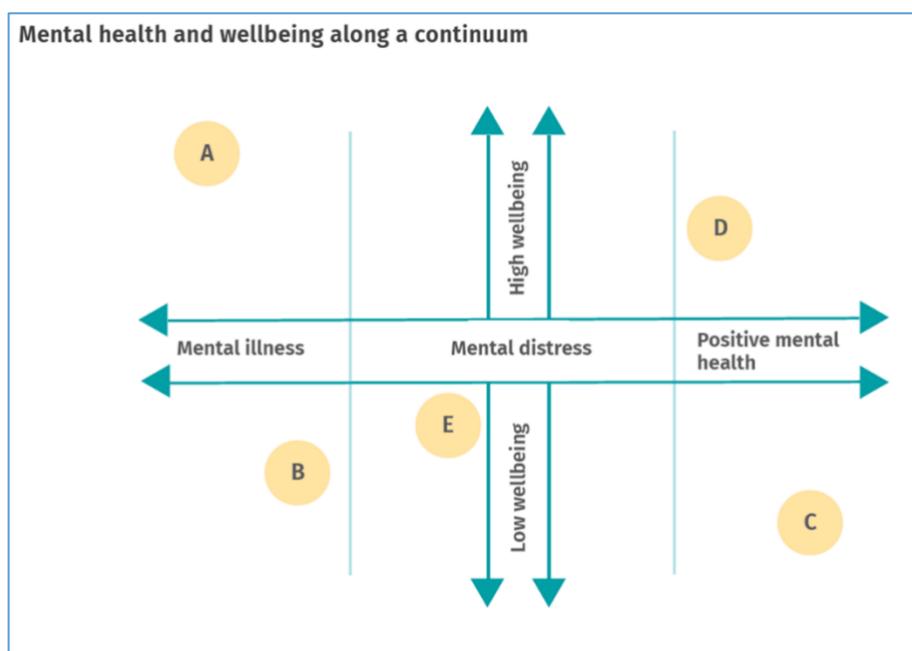
⁶ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/suicide-prevention/>

⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/292450/mental-capital-wellbeing-report.pdf

⁸ Thorley C (2017) *Not By Degrees: Improving student mental health in the UK’s Universities*, IPPR.

<http://www.ippr.org/research/publications/not-by-degrees>

	<p>with a mental illness may or may not have received a diagnosis and may or may not be seeking or receiving treatment. They do, however, experience symptoms which meet the threshold for a diagnosis.</p> <p>Mental distress relates to where an individual reports negative mental health, but where it is not clear that this meets the threshold for a clinical diagnosis. Mental distress is understood as where individuals self-report mental health problems, which have not been subjected to clinical screening measures.</p> <p>Wellbeing relates to the extent to which an individual is feeling good and functioning positively and generally taken to be measured across four key indicators – happiness, life satisfaction, feeling things done in life are worthwhile, and low anxiety.</p>
<p>9.</p>	<p>We also acknowledge the definition of wellbeing suggested by the British Standards Institute and the World Health Organisation⁹ as:</p> <p><i>“a subjective experience of being comfortable, healthy and happy.”</i></p> <p><i>“It is a way of life which equips the individual to realize the full potential of their capabilities and to adjust, support and accommodate vulnerabilities, and which recognizes the importance of nutrition, physical fitness and stress reduction”.</i></p> <p><i>“Wellbeing is viewed as the result of four key factors over which an individual has varying degrees of control:</i></p> <ul style="list-style-type: none"> • <i>human biology;</i> • <i>social and physical environment;</i> • <i>health care organization (system); and</i> • <i>lifestyle”.</i>
<p>10.</p>	<p>In our references to students who may require support and adjustments in relation for mental health reasons, we have adopted the term mental health differences rather than <i>mental health difficulties</i>, reflecting our intentions to promote a non-stigmatised approach towards inclusion and entitlements.</p>



Note: For example, Person A experiences a severe and enduring mental illness, but also experiences high levels of wellbeing.

Source: IPPR model 2017¹⁰, adapted from Student Minds¹¹

⁹ SOURCE: BS ISO 17679:2016, 3.3, modified – notes have been added (notes modified from WHO Ageing and Health Technical Report, Vol. 5 [9

¹⁰<https://www.ippr.org/research/publications/not-by-degrees>

¹¹ <http://www.studentminds.org.uk/for-everyone.html>

SECTION 3 STRUCTURE OF DOCUMENT

11.	This Framework document sets out our commitments and intended actions to improve student health and wellbeing in the following structure:
	<ul style="list-style-type: none">• Our statement of intent• How we will measure and report on progress• Our specific commitments to encourage positive student mental wellbeing• An outline of our current approaches to putting these commitments into practice• An indication of how we intend to move forward with meeting our commitments.
12.	The Framework will be supported by a delivery and evaluation plan, detailing how these actions will be prioritised, success measures, the timescales for implementation and resource requirements. This plan will be developed by a Student Wellbeing Framework task group with membership drawn from across the University and UWSU.

SECTION 4 OUR COMMITMENTS IN SUMMARY

University of Westminster’s commitments to promote positive student mental health and wellbeing are as follows:

COMMITMENT 1	<p>We know that change will only be meaningful if it is informed and shaped by the individuals we aim to serve.</p> <p>We will ensure that developments to improve student wellbeing are genuinely co-created with students and are informed by the lived experience of the diverse student identities that form the UoW student community.</p>
COMMITMENT 2	<p>We believe that good, grounded and holistic education can have a transformative impact on individuals’ mental wellbeing.</p> <p>We will ensure high quality teaching and assessment practice, to enhance student confidence in their learning experience.</p>
COMMITMENT 3	<p>We recognise that the process of transition to - and progressing through - higher education can have an emotional and psychological impact on individuals.</p> <p>We will ensure that the transition process is eased with supportive, streamlined academic and administrative interventions and that from the point of initial enquiry to graduation, students with mental health differences are made aware of their rights and entitlement to support.</p>
COMMITMENT 4	<p>We understand that students experiencing mental health differences may require specialist professional intervention at times.</p> <p>We will continue to deliver and develop high quality embedded services for students who require additional support and will work in partnership with external agencies to enable students to access specialist services, where this is required.</p>
COMMITMENT 5	<p>We know that positive mental wellbeing relies on a foundation of basic physiological, safety, security and social needs (including spiritual and ethical considerations) being met.</p> <p>We will ensure that the environment and interactions provided at UoW enable these primary needs to be satisfied.</p>
COMMITMENT 6	<p>We accept our responsibility to promote mental wellbeing by encouraging supportive and empowering communities, through our physical and digital environments.</p> <p>We will ensure that our physical and digital environments maximise opportunities for students to focus on their wellbeing for effective learning and enable easy navigation of support and resources.</p>
COMMITMENT 7	<p>We know that students may find it difficult to navigate support systems when they experience personal issues that affect their academic performance.</p> <p>We will ensure that there are effective, responsible and compassionate systems in place to respond to issues that may affect a student’s wellbeing and to safeguard students who may be vulnerable.</p>
COMMITMENT 8	<p>We have a keen awareness of our responsibilities to ensure that our policies and procedures do not create unnecessary stress for students.</p> <p>We will work to ensure that all policies that may affect students are clear and student-centred.</p>
COMMITMENT 9	<p>We know that experiences of discrimination and unacceptable behaviours can have a profoundly damaging impact on mental wellbeing.</p> <p>We will work to eliminate discrimination, hate crime and harassment within the University environment, so that every student can say “I feel safe to be myself at University”.</p>
COMMITMENT 10	<p>We acknowledge the importance of developing an organisational culture that encourages good colleague wellbeing as a foundation for promoting positive student wellbeing.</p> <p>We will be proactive in encouraging healthy workplace behaviours and develop the confidence of colleagues to improve mental health awareness, promote inclusion and eliminate discrimination for students.</p>

SECTION 5 OUR FRAMEWORK IN DETAIL

Statement of intent:

We take our responsibility to protect and promote the wellbeing and safety of students very seriously. We acknowledge that encouraging positive student mental wellbeing is the responsibility of the whole institution and that all colleagues and students have a part to play. We will ensure that our commitments to promote a culture of positive wellbeing for our students permeate the culture and functioning of the University and that our efforts towards meeting these are evidenced through visible actions and developments.

How we will measure and report on progress:

In collaboration with the University of Westminster Students Union, we will establish a **Student Wellbeing Framework Task Group**, with cross-University and student representation. The Task Group will create a plan for the actions outlined in this Framework, set priorities, monitor the progress towards action plan achievements, oversee collaborative projects to promote student mental wellbeing and ensure alignment with other relevant strategic activity. In identifying priorities for future action, the Task Group will consult students, academic schools, and student-facing services.

We will ensure transparency in the governance, priority setting and decision making for these actions; priorities will be evidence-based and driven by the views of our students. We expect all areas of the University to understand the importance of promoting student wellbeing and to consider how they can contribute to achieving the priority actions in this Framework. Academic and professional service teams will be expected to incorporate relevant actions within their mainstream operational and business plans, with at least one new action identified each year to improve and encourage positive student and colleague wellbeing.

We will set out meaningful impact and evaluation measures of our progress in meeting the commitments that we have made. Our progress measures will be both quantitative and qualitative, with our performance being measured according to input (the resources that we are contributing towards each activity), output (the visible outcome of this investment) and impact (the difference that this activity has made for students).

We will integrate other appropriate University targets and indicators into the performance measures for the Framework, including those set out in the University's Access and Participation Plan. Using University data reporting systems, we will continue to track the proportion of students who declare that they have mental health conditions and the academic progression trends of these students to assess where further effort might be needed to ensure positive outcomes. Using University and UWSU feedback systems, we will measure changes in student views about our progress in achieving our stated goals.

We will also benchmark our performance against standards for the UK higher education sector, by engaging with the University Mental Health Charter programme and submissions to the Times Higher Impact Ranking against SDG3: Good Health and Wellbeing.

COMMITMENTS, CURRENT APPROACH AND MOVING FORWARD

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
COMMITMENT 1:	<p>We know that change will only be meaningful if it is informed and shaped by the individuals we aim to serve.</p> <p>We will ensure that developments to improve student wellbeing are genuinely co-created with students and are informed by the lived experience of the diverse student identities that form the UoW student community.</p>	<p>The University and UWSU have worked collaboratively in the planning and delivery of key campaigns to raise awareness of student mental health issues and to deliver joint initiatives to promote positive wellbeing and support (for example Look after Your Mate and Mental Health First Aid development programmes).</p> <p>The University and UWSU actively seek feedback from students on their experience of wellbeing and support and use this information to improve the way in which support interventions are provided.</p>	<p>We will involve students and colleagues in all stages of the improvement journey and maintain a strong partnership between the University and UWSU to identify key development priorities.</p> <p>We will ensure that significant new developments relating to the student experience and wellbeing are co-created with UWSU and with relevant student networks, such as UWSU student societies and other student groups.</p> <p>We will seek ways of building relationships with students in diverse settings to understand and address relevant barriers to wellbeing, for example those living in student residences, commuting students. We will also seek to understand the specific challenges present in different modes and levels of study, for example part-time students, international students, postgraduate research students and identify relevant actions to address specific circumstances and needs.</p> <p>We will ensure that the co-creation and consultation approaches to new student mental wellbeing developments reflect the views and needs of diverse student identities, by:</p> <ul style="list-style-type: none"> • Creating listening campaigns with diverse student identities, working collaboratively to achieve better ways to reach students and understand their wellbeing needs. • developing our specialist interventions and facilities for particular groups of students, including international students, students

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			<p>with caring responsibilities, students who have no family support;</p> <ul style="list-style-type: none"> demonstrating sensitivity to cultural perspectives regarding mental illness and preferences regarding access to support and assistance, by ensuring intercultural sensitivity of key student services and developing action plans to improve inclusivity; adapting service delivery approaches to reduce barriers for student groups, (such as male students), in accessing help; <p>We will consult with groups and societies to improve our understanding of the role that spiritual development and support may play for students' overall wellbeing and confidence and will develop plans to facilitate these opportunities.</p>
COMMITMENT 2:	<p>We believe that good, grounded and holistic education can have a transformative impact on individuals' mental wellbeing.</p> <p>We will ensure high quality teaching and assessment practice, to enhance student confidence in their learning experience.</p>	<p>The University's Education Strategy aims to enable students from every background to develop into resilient and expert graduates who respond flexibly and contribute positively in an unknown global future. The Education Strategy emphasises the University's commitment to provide personalised learning and flexibility for students, including:</p> <ul style="list-style-type: none"> An inclusive, accessible, decolonising and diversifying curriculum. Coherent, flexible pathways for study, that support lifelong learning. 	<p>We will gather feedback regularly from students with lived experience of mental health issues on their experiences of learning and academic practice and will respond to this feedback.</p> <p>We will make more effective use of data and analytics to strengthen the relationship between Personal Tutors and individual students and to ensure that students are supported in their academic journeys, especially at times when there are personal or academic challenges.</p> <p>We will support personal tutors with knowledge and resources to assist in providing consistent, high quality, effective and culturally sensitive academic support.</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
		<ul style="list-style-type: none"> • Effective, joined-up academic and professional student support systems. • Curriculum-embedded and extra-curricular opportunities that create rounded individuals. <p>In 2021 we reviewed the personal tutoring policy and reaffirmed that our model of personal tutoring includes the provision of pastoral support to enable students to succeed.</p> <p>We offer personalised plans for students who identify mental health differences and disabilities to ensure that their learning and assessment experience is as inclusive as possible.</p> <p>Our academic processes also provide opportunities for students to request consideration of circumstances that might affect their wellbeing and impede academic progression.</p> <p>Our scheduling of teaching includes teaching-free <i>Wellbeing Wednesday</i> time, to support the mental and physical wellbeing of our students.</p>	<p>We will ensure that awareness and guidance on student mental health issues is integrated into the Personal Tutors Handbook.</p> <p>We will review how the University’s Graduate Attributes can be used as a framework to embed positive student wellbeing, self-care and resilience within the curriculum, and to effectively integrate these with other themes such as employability, sustainability, and Equality, Diversity and inclusion.</p> <p>We will review and strengthen our academic processes to encourage early disclosure and consideration of issues affecting student wellbeing and academic performance and ensure that students are enabled to access appropriate support to succeed.</p>
COMMITMENT 3:	<p>We recognise that the process of transition to - and progressing through - higher education can have an emotional and psychological impact on individuals.</p> <p>We will ensure that the transition process is eased with supportive, streamlined academic and</p>	<p>We have improved our efforts to support students, particularly in their first-year experience, to reduce anxiety at each stage of the lifecycle, including induction and enrolment and the first six weeks.</p> <p>We provide an arrivals and induction</p>	<p>We will investigate opportunities to develop dedicated outreach and transition programmes for prospective students who identify as having mental health and social/communication differences.</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
	<p>administrative interventions and that, from the point of initial enquiry to graduation, students with mental health differences are made aware of their rights and entitlement to support.</p>	<p>programme schedule for new students, to introduce them to support and enrichment activities.</p> <p>We provide an opportunity for students to self-identify specific support needs at points of application, offer acceptance and enrolment and ensure contact from University services to start discussions on the arrangements that can be provided.</p> <p>We have developed systems for students moving on campus to register easily with a GP and access primary and secondary health care services as smoothly as possible.</p>	<p>We will ensure that our commitment to promoting positive student wellbeing is visible and proactive from the first point of contact with prospective students, through communications and events, so that students are informed about academic and wellbeing support as they begin their university experience and are confident in seeking help.</p> <p>We will review and strengthen our pre-entry and on-arrival contact for students who may require personalised support to settle into University life, acknowledging personal circumstances, especially where this transition may also require connection to external services.</p> <p>We will build on our successful Friends of Arriving New Students (FANS) and Welcome Programmes to provide an encouraging and empowering first few weeks for new students, enabling a sense of belonging, aspiration and ambition, with a clear focus on student wellbeing.</p> <p>We will ensure that all new UWSU student group committee leaders and academic representatives are briefed on wellbeing provision and encouraged to attend Look After Your Mate training.</p>
COMMITMENT 4:	<p>We understand that students experiencing mental health differences may require specialist professional intervention at times.</p> <p>We will deliver and develop high quality embedded services for students who require additional support and will work in partnership with external agencies to enable students to</p>	<p>We have refocused our embedded student wellbeing services to improve the range and accessibility of professional interventions available to students.</p> <p>Our current student wellbeing services include short-term counselling, mental health practitioner support and specialist</p>	<p>We will ensure continual review of our University services for students, in consultation with student groups (service users and non-service users), to ensure that they that are appropriately resourced and can meet the diverse expectations and needs of students requiring support and adjustments for health and wellbeing concerns.</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
	<p>access specialist services, where this is required.</p>	<p>mentoring We have strong working partnerships with local GP and other external NHS services to provide easy access to primary and secondary mental health services.</p>	<p>We will continue to strengthen our relationships and referral systems with local NHS health service providers so that students can have easy access to primary care mental health services and appropriate specialist NHS mental health provision, where this is required.</p> <p>We will establish new collaboration agreements with external service providers, including NHS, public health and voluntary sector organisations, to ensure that there is a clear understanding of the referral pathways for students, including easy access to support for students who may be in crisis.</p> <p>We will strengthen our relationships with London Higher to build a bridge between higher education and NHS providers, enabling our students to access appropriate NHS services, wherever they may live in London.</p> <p>We will improve the infrastructure for identifying vulnerable students, including our response to concerns expressed by family and friends, so that appropriate referrals may be made to internal and external professional support teams.</p>
<p>COMMITMENT 5:</p>	<p>We know that positive mental wellbeing relies on a foundation of basic physiological, safety, security and social needs (including spiritual and ethical considerations) being met.</p> <p>We will ensure that the environment and interactions provided at UoW enable these primary needs to be satisfied.</p>	<p>The University provides residential accommodation through its own provision and through partnership arrangements with external providers. The Residential Life team includes Resident Assistants and Residential Coordinators with responsibility for overseeing student wellbeing activities in the residences and making practical arrangements and referrals for students with mental health issues.</p>	<p>We will publicise external options available to students seeking suitable accommodation close to University campuses and ensure high quality partnerships with local privately managed residences that have evidenced and robust commitment to promoting and supporting student wellbeing.</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
		<p>The University’s appointed security service ensures the security of University premises so that students can study and live in a safe and secure environment.</p> <p>Colleagues in a range of frontline roles have received training to anticipate and respond to the needs to students experiencing mental distress and signpost/escalate to appropriate services for students with mental health difficulties.</p> <p>We have guidance and support provision in place for students experiencing financial difficulties, including bursaries and emergency loan assistance and expert advice to understand and access government student loan provisions.</p> <p>We provide faith and spirituality support, with facilities for contemplation and prayer, opportunities for students to explore their sense of spiritual wellbeing and to join relevant student groups and communities. We provide communications and occasional events on a range of key student health promotion topics.</p> <p>Sport and fitness facilities and activities are provided at Regents and Harrow and at our Chiswick sports ground.</p>	<p>Through the Stand-Alone Pledge ¹², we will develop our commitments for students who are estranged from their families and do not have family financial support.</p> <p>We will continue to deliver universal and role-specific training on understanding mental health issues and developing confidence in responding to students who require support.</p> <p>We will review our processes and communications regarding fee payment and enrolment status, including for students whose financial or academic status is not straightforward or need to take a break from study, ensuring that these arrangements are publicised clearly, are compassionate and minimise stress for students.</p> <p>In reviewing the usage and allocation of the University’s estate, we will develop more student social spaces that encourage supportive student communities to form and flourish.</p> <p>We will expand our faith and spiritual support provision and improve the facilities available for prayer and contemplation.</p> <p>We will work with local Public Health teams and NHS health service providers to strengthen our health promotion activity, and communication plan.</p> <p>We will work with diverse UoW student communities to empower and promote</p>

¹² <http://www.thestandalonepledge.org.uk/>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			<p>community cohesion, with joint development of activities and resources to promote student wellbeing, including student groups, volunteering activity, and liaison with local community organisations.</p> <p>Where relevant we will incorporate the Sport and Lifestyle Strategy to encourage all students to participate in physical activity to maintain good wellbeing.</p>
COMMITMENT 6:	<p>We accept our responsibility to promote mental wellbeing by encouraging supportive and empowering communities, through our physical and digital environments.</p> <p>We will ensure that our physical and digital environments maximise opportunities for students to focus on their wellbeing for effective learning and enable easy navigation of support and resources.</p>	<p>Our current digital interventions to promote student mental wellbeing include:</p> <ul style="list-style-type: none"> • Pre-entry communication systems with direct messaging to all new entrants disclosing mental health differences, making them aware of the full range of support on offer. • A request for emergency contact information as part of the enrolment task, for students to provide details of who we may contact if we have serious concerns about their wellbeing. • Access to digital wellbeing support platforms and apps for information and support. • Social media messaging via the University’s accounts and bespoke messaging through relevant communication platforms. 	<p>We will respond to student preferences for online and virtual resources to develop their personal wellbeing and resilience at a time and place that suits them.</p> <p>We will ensure that our digital and physical Student Hubs enable easy navigation of services and resources.</p> <p>We will develop a stronger social media platform for UoW Wellbeing messages in the University’s student communications plan, with a year-round UoW Student Communications programme of communications on key health and wellbeing messages for students.</p> <p>We will improve the navigation of our digital support resources for students and colleagues to ensure clear pathways and effective, accessible support systems.</p> <p>Through the University’s Digital Environment priorities, we will aim to achieve the best possible graduate outcomes, regardless of background. This will include understanding and addressing digital access disparities in access and ensuring that colleagues who produce digital</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			items are equipped with knowledge and skills to make these accessible and user-friendly for students.
COMMITMENT 7:	<p>We know that students may find it difficult to navigate support systems when they experience personal issues that affect their academic performance.</p> <p>We will ensure that there are effective, responsible and compassionate systems in place to respond to issues that may affect a student’s wellbeing and to safeguard students who may be vulnerable.</p>	<p>The University has a range of processes in place to support students’ wellbeing and safety and provide a responsive approach to emerging wellbeing issues. These policies and processes include:</p> <ul style="list-style-type: none"> • Personal Tutoring Policy • Student Engagement and Attendance Policy • Mitigating Circumstances Regulations • Processes for applying for Interruption of Studies • Safeguarding framework • Religion, Belief and Study Policy • Fitness to Study Procedure • Student Code of Conduct • Safety, Health and Wellbeing Policy • Crisis Intervention and Emergency Contact Procedure <p>We have streamlined systems for students to report and receive support with incidents that may have a detrimental impact on their wellbeing, through the introduction of a Report and Support portal.</p> <p>We have also introduced a Wellbeing Link referral system to enable colleagues to refer students who may need specialist support.</p>	<p>We will strengthen our safeguarding structures, training and awareness, with improved coordination of support around a student when this is needed.</p> <p>We will strengthen systems for reviewing the equality impact of key procedures to ensure inclusive and culturally sensitive approaches to student wellbeing.</p> <p>We will continue to develop our Mitigating Circumstances processes that allow students to notify us about personal and health circumstances affecting their ability take assessments, to ensure communications to students are compassionate, language is clear and provides easy pathways to access support, so that students can be advised on options and empowered to make appropriate plans.</p> <p>We will continue to develop our protocols for safeguarding students and crisis intervention, including the involvement of trusted others who could widen safety support for students experiencing mental health crises.</p> <p>We will review and simplify our systems for encouraging disclosure, record keeping and protecting confidentiality for students who inform us of mental health or safeguarding concerns to ensure that information is only shared on a “need to know” basis and that students do not have to keep “telling their story”</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			<p>to get the support they need.</p> <p>We will engage with relevant external agencies to support our efforts in creating our “Suicide Safer” University approach.</p>
COMMITMENT 8:	<p>We have a keen awareness of our responsibilities to ensure that our policies and procedures do not create unnecessary stress for students.</p> <p>We will work to ensure that all policies that may affect students are clear and student-centred.</p>	<p>We review student policies and procedures on a regular basis to ensure that they are up to date. Changes to policies are taken through University advisory groups and committee structures, including Senior Tutor Group, Student Experience Committee, Teaching Committee, Safety Health and Wellbeing Committee, Wellbeing Sub-Group and Academic Council.</p> <p>Feedback from UWSU representatives is encouraged and acted on.</p> <p>Feedback from University and UWSU advisory services that work closely with students is used to improve the clarity of procedures and reduce stress for students.</p>	<p>We will strengthen our approach to reviewing key policies and procedures that will have an impact on students, by enabling students’ views to be considered and the effect of policy changes on student wellbeing to be anticipated. We will include evidence from a range of sources, including student focus groups, service users, formal student representation and wide consultation with colleagues in advisory roles with students.</p> <p>We will strengthen impact assessment approaches when key student-facing policies or procedures are reviewed (including arrangements for debt collection and communicating academic failure), to ensure that policies are implemented with compassion and concern for those who will be affected by them.</p> <p>We will also ensure that a harm reduction approach is applied in individual situations where students receive notification of decisions affecting their academic or student status, to ensure that they are appropriately supported with understanding options and that any safeguarding concerns are addressed.</p> <p>We will strengthen our systems for students who wish to interrupt their studies or leave University for wellbeing or health reasons, to ensure that they have easy and coordinated access to</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			appropriate advice and support on practical and financial concerns and are supported to return to study or to “leave well”, with dignity and a sense of optimism.
COMMITMENT 9:	<p>We know that experiences of discrimination and unacceptable behaviours can have a profoundly damaging impact on mental wellbeing.</p> <p>We will work to eliminate discrimination, hate crime and harassment within the University environment, so that every student can say “I feel safe to be myself at University”.</p>	<p>The UoW Equality and Diversity and Dignity at Work and Study policies outline our assertion that discriminatory and negative behaviours have no place in our community and will not be tolerated.</p> <p>We conduct specific equality feedback activities to assess whether students’ experiences of the UoW community meet our commitments and we develop action plans to address required improvements. These activities have generated feedback on student mental health issues.</p> <p>We have moved forward with our approach to making a stand on hate crime and harassment within the University environment and have introduced reporting and support mechanisms, including specialist referral pathways for students experiencing gender-based violence or who are victims of sexual assault.</p>	<p>We will continue to apply an intersectional focus in all of our equality engagement activities with students so that, as we explore a range of dimensions of students’ experiences of disadvantage and oppression, we will be alert to the impact these may have on mental wellbeing and identify actions to address these.</p> <p>We accept that “knowledge is power”, so we will develop our information resources for students who experience mental illness to improve awareness of systems and support that they are eligible to access and to disclose their needs confidently. We will also work closely between the University and UWSU to empower students with lived experience of mental health issues and enable them to have a voice in future development of our approach.</p> <p>We will also work to eliminate hate crime and harassment within the University environment. We will promote, review and develop our disclosure and reporting systems for students who experience unwanted behaviour, including hate crime, to ensure appropriate support, sensitive investigation and action in these situations. We will ensure that the referral pathway for sexual misconduct is continually reviewed and improved, considering student experience and feedback.</p> <p>We will ensure that review of student disciplinary</p>

	COMMITMENT	CURRENT APPROACH	MOVING FORWARD
			<p>and fitness to study processes consider the need to assess risk and safeguard students who are experiencing mental ill health or distress and will interface sensitively with other policies and processes that are designed to address these issues.</p> <p>We will ensure that students who experience mental illness are made aware of their rights and entitlements in relation to their University experience.</p>
COMMITMENT 10:	<p>We acknowledge the importance of developing an organisational culture that encourages good colleague wellbeing as a foundation for promoting positive student wellbeing.</p> <p>We will be proactive in encouraging healthy workplace behaviours and develop the confidence of colleagues to improve mental health awareness, promote inclusion and eliminate discrimination for students.</p>	<p>We have invested in resources to deliver accredited Mental Health First Aid and Green Dot Active Bystander training to colleagues. We have also developed Supporting you to Support Students sessions for targeted colleague groups from across the University, raising awareness of student wellbeing issues and how to refer students for support.</p> <p>We have worked with Student Minds and Alteristic to develop training expertise in the <i>Look After Your Mate</i> and <i>Green Dot Active Bystander</i> programmes for students and have embedded this training into our Employability Award programme.</p>	<p>We will ensure that the Being Me, Being Westminster People Strategy focuses on colleague wellbeing priorities, operationalised through a Colleague Wellbeing Action Plan and informed by evidence from colleague Wellbeing surveys.</p> <p>We will ensure that our colleagues have continued access to resources to support their wellbeing through the Juice platform and will explore opportunities for these to be accessed by students.</p> <p>We will continue professional development opportunities and resources, enabling colleagues to develop knowledge and confidence to interact with students on wellbeing issues, understand boundaries and signpost to appropriate services.</p> <p>We will also introduce student safeguarding awareness training for all colleagues, to improve understanding and awareness of referral and escalation systems</p>